

Grade 5 Integrated Language Arts Unit	
Lesson 3: Activating Global Citizenship	
<p>Connections to Financial Literacy</p> <p>In this lesson, students further develop their understanding of “charity” by examining the websites of charitable organizations. They will continue to consider the different perspectives people bring to assessment of charitable organizations. Students will continue developing a schema for the concept of “charity” and reflect upon what actions they can take towards their growth as “knowledgeable, compassionate citizens” (<i>A Sound Investment: Financial Literacy Education in Ontario Schools</i>, p. 5).</p> <p>In addition, this lesson will focus on developing an understanding of:</p> <ul style="list-style-type: none"> • social and ethical implications of financial decisions; • active citizenship; • creating effective questions in order to illicit a more critical perspective; • consumer protection and consumer awareness. 	<p>Lesson 3 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Media Literacy • Social Studies <ul style="list-style-type: none"> ○ Canada and World Connections: Aspects of Citizenship and Government in Canada
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p>Reading:</p> <p>1.read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Demonstrating Understanding</p> <p>1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Making Inferences/Interpreting Texts</p> <p>1.5 use stated and implied ideas in texts to make inferences and construct meaning</p> <p>Extending Understanding</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Analysing Texts</p> <p>1.7 analyse texts and explain how various</p>

<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Media Literacy: 1. demonstrate an understanding of a variety of media texts</p> <p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<p>elements in them contribute to meaning</p> <p>Responding to and Evaluating Texts 1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>Research 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p> <p>Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p> <p>Purpose and Audience 1.1 identify the purpose and audience for a variety of media texts</p> <p>Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>Form 2.1 describe in detail the main elements of some media forms</p> <p>Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p>
<p style="text-align: center;">Social Studies</p>	
<p>Overall Expectations:</p>	<p>Specific Expectations:</p>
<p>Canada and World Connections 3. identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives</p>	<p>Knowledge and Understanding -identify services provided by the federal, provincial/territorial, and municipal governments (e.g., defence, health, education, social assistance, garbage collection);</p> <p>Application -model activities and processes of responsible Citizenship</p>

Learning Goals		
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> • use their understanding from previous lessons to apply to the context of charitable organizations; • develop a critical approach to navigating websites; • develop an understanding of three key roles: those who provide charity, those who donate to charity, and those who access charity; • investigate the role of the government in charity; • develop questions to help guide their analysis; • use new information to connect to their own ideas and record on the <i>Audit Trail</i>. 		
Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>For success in this lesson, students should have had exposure to safe use of the internet, (review board policy) and discussion around the elements of websites (interactivity, visuals, sounds, links).</p> <p>Students should have background knowledge around writing letters for specific purposes and audiences and the use of the Media Triangle.</p>	<ul style="list-style-type: none"> • organization • non-profit • URL • links • navigation • animations • logos • slogans 	<p>Minds On</p> <ul style="list-style-type: none"> • Grade 5 BLM 3-1: Fair Trade Site • Grade 5 Appendix 3-1: Fair Trade Activity Student Sample • Chart paper • Glue • Markers <p>Action</p> <ul style="list-style-type: none"> • Grade 5 Appendix 3-2: Media Triangle for Understanding Media Texts • Computers with Internet Access (one/partner group of students) • BLM 3-2: 5 W's To Analyze Websites • 3 Charity sites to Analyze: <i>Kids Help Phone</i> http://kidshelpphone.ca/Teens/home.aspx?gclid=CMrMwbXNtK8CFYURNAodv024jw • <i>Development and Peace</i> http://www.devp.org/en • <i>Sleeping Children</i>

		<p><i>Around the World</i> http://scaw.org/</p> <ul style="list-style-type: none"> Website information database link: www.easywhois.com (for completing BLM 3-2: 5 W's to Analyze Websites) <p>Consolidation</p> <ul style="list-style-type: none"> Large Q chart Post-it notes <i>Audit trail</i>: Large poster paper to record learning <i>Student Response Journals</i>
<p>Minds On</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 		
Lesson Description		Notes to teacher:
<p>Labeling a Web Page:</p> <p>Description:</p> <ul style="list-style-type: none"> Divide the students into groups of 3 or 4. Provide each group with the large chart paper with a copy of the fair trade site in the centre. <div data-bbox="274 1241 711 1455" data-label="Image"> </div> <ul style="list-style-type: none"> The students use markers to label (with arrows) any key features they recognize on the website (URL, links, video, logo etc.), and provide an explanation of the function of each feature (i.e. URL is in the address on top left, what you enter to reach a web page). On the bottom of the page, students are to record questions they have about the site. After about 10-15 minutes, the students 		
		<p>Note: Teacher prepares a large sheet of chart paper with BLM 3-1: Fair Trade Site glued to the centre of the paper (<i>one per group of students</i>).</p> <p>A for L Assessment for learning During this activity it is important for the teacher to circulate and monitor conversations to gain an understanding of what the students already know about websites. This will determine how much guidance and teaching is needed when completing the example as a whole class.</p> <p>DI Differentiated Instruction When working in groups to label the website, students are able to share their understanding</p>

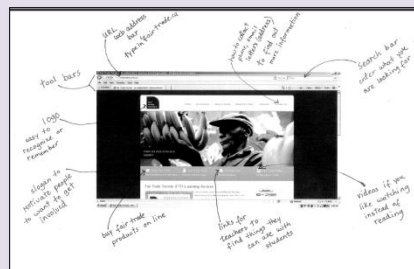
post their work around the classroom.

- Students are then instructed to view the work of others to confirm their thinking or to gather new ideas.
- Students are then instructed to retrieve their own work and are provided time to make improvements to their work.
- As a whole class, the teacher will confirm understanding as they work together to combine ideas and label a blank version of the website (**BLM 3-1**).
- One or two students can record learning that stands out on the class *Audit trail*.

through oral communication. Also, learning from peers, before having to complete the Action activity, will help to scaffold learning before gradually releasing the responsibility to individual students.

Note:

Grade 5 Appendix 3-1: Fair Trade Activity
Student Sample is an example of what the students might label on the website.



Action

- ◆ Introducing new learning or extending/reinforcing prior learning
- ◆ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Developing an understanding of charitable organizations through examining websites

Description

- Before beginning this activity, the teacher should review the Media Triangle with the students (**Appendix 3-2**), and explain how to use the triangle to assist in understanding a media text.

- The students are instructed to research three websites:

Kids Help Phone

<http://kidshelpphone.ca/Teens/home.aspx?qclid=CMrMwbXNtK8CFYURNAodv024jw>

Development and Peace

<http://www.devpi.org/en>

Sleeping Children Around the World

<http://scaw.org/>

- Using **BLM 3-2: 5 W's To Analyze Websites**,

Notes to teacher:

A^{as}L Assessment **as** learning

“What makes an effective question?”

Remind students of the criteria created in Lesson 1 and determine if any changes or additions need to be made before beginning the Action activity.

The teacher will circulate through the room and guide practice throughout these activities.



Differentiated Instruction:

Note that some students may need more guidance in reading websites based on previous exposure and experience. Provide additional opportunities for students and guidance on how to access these sites at home if they need additional time.

When reading from the Internet, students who may require the text to be read to them can use a software application such as “Premier Universal Reader” or “Word Q” to have the text read aloud.

Note: www.easywhois.com is a website that helps site users identify details about the author/owner of a site to verify credibility. This site lets users know

the students work in partners or in groups of 3 to answer the guiding questions (students will need to complete one chart, **BLM 3-2**, per website).

- Once the students have completed their work, they are encouraged to share and compare their ideas with another group.

who registered the site, when it was created and when it was last updated. Once in the website users can enter the web address and search for information about the site (i.e. scaw.org.)

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Lesson Description

Notes to teacher:

Whole Class Discussion

- After sharing their ideas completed on the *5 W's to Analyze Web sites*, students are provided time to develop questions they have about the three websites examined.
- Students record their questions on Post-it notes and place them on the large Q-Chart (see Lesson 1 and 2).
- Using the co-constructed criteria, students assess the effectiveness of their questions (this can be modeled by the teacher).
- To consolidate learning, the teacher creates a chart:

i.e.

Individual needing charity	Individual giving charity	Government

- To complete the chart, the teacher will ask students to explain why a person may need charity (column 1), who might give to charity and why(column 2), and describe the role that the government plays in providing social services (column 3).

Assessment of learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has “Met” and “Not Met” the expectations of creating an effective question.

Teacher can also use the *Audit trail* to assess learning.



Differentiated Instruction

By allowing the students to share during the *Action* of the lesson, this provides the opportunity, for those who need it, to learn from their classmates.

- Other questions for discussion may include:
 - *How did your own understanding of charity change through the activities and through reading others ideas and viewing the web sites?*
 - *Whose view is represented and whose is not?*
 - *As a young person, how can you be charitable?*
 - *What are questions you need to ask?*
 - *How might this new understanding effect the way you view others?*

Through the discussion, the students should be guided to talk about how they might provide charity and how they can seek the support of charitable organizations if it is needed. Key points to surface during discussion include:

- charity can enable independence
- the voice of those receiving charity needs to be heard

Students also need to recognize how important it is to question the content of websites when exploring the Internet.

- As a class, students re-visit their definition of charity previously posted to make any changes or additions as needed.
- Students are encouraged to discuss and record their learning on the *Audit trail*.



Differentiated Instruction

Students might be provided the option (under teacher supervision) to call and ask questions on the phone rather than write a letter.

Note: If the students write letters to the organizations, the teacher should consider allowing students to mail letters they have written, to make this learning an authentic experience.

Extension Activities:

- Students may write a letter to one of the three organizations, to ask questions that they could not find the answers to when navigating their sites.
- Students can create their own web page. Please refer to the Guide, Vol. 7, Lesson 7, on how to do this: (http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_7_Media_Literacy.pdf)

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